DOCUMENT RESUME

ED 248 598 EA 017 130

AUTHOR Hawley, David
TITLE Quality Circles.
INSTITUTION Oregon School Study Council, Eugene.
PUB DATE Sep 84
NOTE 31p.
AVAILABLE FROM Publications Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (4.00).
PUB TYPE Guides - Non-Classroom Use (055) -- Viewpoints (120)
JOURNAL CIT OSSC Bulletin; v28 n1 Sep 1984

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Data Analysis; Decision Making Skills; *Educational Administration; Elementary Secondary Education; *Evaluation; *Participative Decision Making; *Problem Solving; *Teacher Administrator Relationship; *Training
IDENTIFIERS Brainstorming; Consensus; *Quality Circles

ABSTRACT

The concept of the quality circle (QC) is outlined and a brief history given of its use in Japan and eventual migration to the United States in 1974. The leaders and participants in QC's are trained in communication and problem-solving skills. The essential techniques used in the QC are brainstorming, consensus, cause and effect analysis, data gathering and analysis, decision analysis, solution generation, presentation techniques, evaluation, and communication/group process training. QC's differ from other participative management processes in three ways: (1) the ultimate decision-making continues to rest with the existing administrative structure, (2) administrators usually adopt QC solutions because they know the participants are trained and skilled in problem-solving techniques, and (3) the facilitator maintains communication with administrators. The Oregon City School District implemented a QC program with three schools selected from a group of nine schools that volunteered to participate. A total of six circles met during 1983-84. Although the district is still evaluating the effectiveness of the program, it has already found an enhanced relationship between administrators and teachers, and the changes enacted as a result of QC recommendations have helped school operations. A list of references and four appendixes are included. (MD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED248598

Quality Circles

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. Riede

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

David Hawley

EA 017 130

September 1984
Vol. 28, No. 1

OSSC BULLETIN

OSSC BULLETIN

Quality Circles

David Hawley

September 1984
Vol. 28, No. 1

ISSN 0095-6694

Individual Copy $4.00

Discount of 10% for 10 or more copies

Preface

During the past two decades, increasing attention has been given to the human element in education. A number of prominent writers have suggested that the best way to increase employee productivity in schools is to involve people in making decisions that affect their work.

In industry, quality circles have been used as a participative management tool designed to systematically harness the energy of employees to solve problems that affect their jobs. Now, the concept is finding its way into human service organizations, including schools.

This Bulletin continues the Oregon School Study Council's practice of reporting on innovative attempts to enhance the quality of education. The Bulletin documents the origin of quality circles, describes how they work, and reports on an exciting project using quality circles in the Oregon City School District.

This is the final Bulletin written by David Hawley, an OSSC graduate research assistant. Hawley, who returned to his position as superintendent of schools in Kindersley, Saskatchewan, Canada, at the end of August, was a doctoral student in the Division of Educational Policy and Management at the University of Oregon during the 1983-84 academic year.

Philip K. Piele
Executive Secretary

Contents

Preface iii

Introduction 1

The Quality Circle Concept 2

- The Origin of Quality Circles 2
- A Theoretical Basis 3
- The Quality Circle Process 4
- Quality Circle Techniques 5
- A Unique Approach to Participative Management 8

The Oregon City Experience

- Implementation 10
- Circles in the Schools 12
- Outcomes 16

Conclusion 20

References 21

Interviews 22

Appendix A 23

Appendix B 24

Appendix C 25

Appendix D 26

Introduction

> If educators are to have some leverage in increasing productivity and quality in America's schools in the next few years, we must focus our energies on the most potent and expensive resources under our control--the people who work in our schools.
>
> Chase 1983

The publication of the report of the National Commission on Excellence in Education, The Nation at Risk, has caused the American public to question, as never before, the quality of public education. As a result, educators have rushed to formulate plans for excellence in schools--plans that propose action to provide tighter control over curriculum, textbooks, and graduation requirements.

But the attainment of excellence may not be well addressed by such action alone, for some educators believe that the kev to higher quality education lies in the people in the organization.

A concept from industry--quality circles--shows promise as a way to tap the energy, creativity, and expertise of the people who work in schools for the benefit of both the organization and the individuals involved.

The first chapter of this Bulletin traces the development of the quality circles concept and describes how circles work. The second chapter details the efforts being made to enhance the quality of education in the Oregon City School District through use of quality circles.

The Quality Circle Concept

A quality circle (QC) is a small group of people (6-12) with a common work interest who meet voluntarily on a regular basis (usually one hour a week) with the encouragement of the administration. Quality circle members are trained in group process and problem-solving techniques by a facilitator as they identify, document, and recommend solutions to problems within their work area and range of authority. Circles either meet during work hours or receive compensatory time off for meetings outside of work hours.

The QC process is based on the premise that people doing a job can best diagnose problems in their work and recommend workable solutions.

The Origin of Quality Circles

Quality circles are commonly perceived as having orginated in Japan and then being imported by the United States and the western world. In fact, the basic ideas and concepts that went into the QC approach emanated from the United States after World War II.

Prior to World War II, Japan was widely viewed as one of the world's leading producers of "junk" merchandise. If you purchased a toy or other article that fell apart, it usually came from Japan. Douglas McArthur, commander of the postwar occupation forces, saw the trade limits imposed by low quality merchandise. He also recognized that Japan might resort to its armed forces in the future if it had no means to secure economic stability. So McArthur employed a team of efficiency experts and group process specialists, who suggested the very best of contemporary research and practice about how to manage business, control

quality, and work with employees. Ironically, the ideas these specialists espoused were being ignored in the United States. But the Japanese, who understood the principle that quality goods would bring economic success, were willing listeners.

It was in 1961 that the Japanese went one step further with what they had learned from the Americans about quality control and productivity: They took the control of quality out of the hands of central management and made their efficiency experts consultants to work groups, thus forming the first quality circles. By 1974, when the first quality circle in the United States was begun by Lockheed, there were over a million circles operating in Japan.

Today, it is estimated that more than 200 of the Fortune 500 companies use quality circles, and the concept is quickly finding its way into government agencies and human service organizations such as hospitals and schools. And, says Jim Bellanca, a QC consultant and trainer, although industries first introduced circles to save money and improve products, they discovered that circles have a far more valuable function: "Circles have proven most successful in industry and schools as a people motivator. Circles motivate because they create a positive work climate in which cooperation, mutual respect, recognition and challenge march hand in hand."

A Theoretical Basis

During the past four decades, a number of theorists have suggested that leaders can best maintain influence by working with employees to satisfy their needs as well as the needs of the organization (Maslow 1954, Herzberg 1966, McGregor 1966, Ouichi 1981).

Diane Dunlap, assistant dean of the College of Education at the University of Oregon and a QC expert, points to a number of possible theoretical bases for quality circles:

> By the definition of quality circles, the participants choose their own problem to work at. That element of choice of what is important to the group means that, in terms of Maslow's hierarchy of needs, the group might choose to work on something as basic as safety issues (which would be a lower order need) as opposed to actualization issues or social and personnel-related issues. The fact that they can move within that hierarchy is a real strength.
>
> If Herzberg's theory holds regarding motivation and hygiene factors, then clearly giving people the opportunity to problem-solve around those factors ought to lead to increased motivation in their work environment.
>
> Also, coming out of McGregor's theory X, theory Y ideas has been some work in participative management and work enrichment that would seem to indicate that if you give people some time to problem-solve about their work and give them some choice about their work that motivation will be increased.

The Quality Circle Process

Quality circles are different from the committees or task forces typically used in education in that circle leaders and members are carefully trained in techniques and procedures for communicating and problem-solving. Circle members receive up to 15 hours of training from a facilitator, and leaders receive even more training. This training is carried out while the group is actually working at solving a problem.

The circle begins by identifying problems it is presently facing that are within its span of control. One problem is then selected for attention, and the circle proceeds to analyze the potential causes of the problem. Once the most important causes have been identified, the circle turns its attention to identifying and selecting preferred solutions. These solutions are proposed to the administration in a

"management presentation."

Quality Circle Techniques

Throughout the quality circle process, the members use specific techniques that are vital to the process. William Ouichi, the author of Theory Z, underscores the need for specific training when he says that an organization can realize the full potential of its employees "only if it both invests in their training and then shares with them the power to influence decisions. Without training, the invitation to participate in decision making will lead only to frustration and conflict."

The essential techniques that are part of the quality circle training are:

1. Brainstorming. Most educators are familiar with brainstorming, a technique used to produce the maximum number of alternative ideas on a given topic. Each member, in turn, voices one idea. Because criticism is not permitted, negative feelings that might cause creative ideas to be stifled do not exist. The group continues to generate ideas until all members decline to present a new idea. Brainstorming is normally used to identify problems, causes, and solutions.

2. Voting for consensus. While the intent of brainstorming is to produce a large quantity of ideas, voting for consensus begins the process of narrowing to the best ideas. There are three steps. First, circle members vote, by show of hands, to indicate which ideas from the brainstorming session warrant further consideration. Members may vote for as many ideas as they wish; ideas are then ranked by number of votes.

Next, the circle discusses the ideas to develop a common

understanding of each, and individuals are given the opportunity to promote the worth of a particular idea. Finally, the circle votes again to determine which ideas have the most support, but the number of times each individual may vote is limited (typically, to one vote for each five ideas remaining). Voting for consensus usually follows each brainstorming session.

3. Cause and effect analysis. While there are many cause and effect analysis systems (workflow analysis, force-field analysis, etc.), the most popular and widely used method in quality circles is the fishbone technique, sometimes referred to as the Ishikawa technique after its originator. Circle members fill in a fishbone diagram (see Appendix A), which includes the problem and possible causes (brainstormed) in four categories: methods, machines, materials, and people power. The fishbone diagram serves to lay out the probable causes of the problem in an organized manner.

4. Data gathering and analysis. Circle members learn a variety of ways to gather hard facts to support their ideas. This might include use of check sheets, check lists, surveys, interviews, and so forth. Application of statistical analysis to the data gathered is also an important part of the process. Circle members are taught simple statistical techniques (mean, median, range, frequency distribution, inferential data analysis) as they are needed to explore problems at the practical level.

5. Decision analysis. This is a systematic procedure for separating an important few from a larger number of problems. The most common decision analysis technique used by quality circles is Pareto

analysis, named after the Italian economist who originated it. The assumption underlying the Pareto method is that 20 percent of the variables in any situation cause 80 percent of the results. The completed analysis is represented on a Pareto chart (see Appendix B), a bar graph with columns arranged in descending order. It is a striking visual representation of the most likely causes of a problem.

6. Generating solutions. Once the most important causes of a selected problem are identified, any of the procedures discussed so far (but especially brainstorming and voting for consensus) are used to generate and select solutions to the problem and to consider the possible effect of each alternative solution.

7. Presentation techniques. Circle members are trained in the basics of public speaking and the fundamentals of preparing visual aids for use in a presentation. Presentation planning, with an emphasis on how all group members can be involved in a presentation, is carefully considered. While this is valuable training in itself, the primary purpose is to prepare for the presentation to management. Appendix C is an example of a management presentation checklist that can enhance a smooth management presentation.

8. Evaluation. The circle is trained in self-evaluation procedures so that the group can critique its operation after each cycle. This formative evaluation is vital if the circle is to learn and grow through its experiences.

9. Communication/group process training. Training is presented periodically throughout the process to enhance accurate communication and good listening skills. Other group process skills are taught as

needed.

A Unique Approach to Participative Management

What makes quality circles different from other participative management schemes?

In many participative management approaches, decision-making responsibility is actually shifted to a more democratic base, where a consensus vote makes the final decision. With quality circles, the ultimate decision-making continues to rest with the preexisting administrative structure. The line of authority remains intact. Even though a circle has the right to choose the problem it wants to work on and is given access to assistance in developing and choosing a solution, the circle recommends that solution to the administration. The final decision whether to adopt that solution or not is made by the same person who would make the decision if the circle didn't exist.

But that person usually does adopt the circle's solution, and the reason lies partly in the second major difference between quality circles and more amorphous participatory management schemes. The administrator knows that circle members are skilled decision-makers who are able to use sophisticated, yet simple and structured, problem-solving techniques. That is because circles are voluntary, and members commit themselves in advance to going through training in communication, group-process skills, and decision-making techniques.

A third factor making quality circles different from other participative management techniques is the role of the facilitator. In addition to carrying out training, the facilitator has the responsibility to keep communication going within the entire

organization about what's happening in the quality circles. More specifically, the facilitator works to maintain frequent and open communication so that nothing comes as a surprise to the administration or to the circles.

Diane Dunlap sums up what these differences can mean for the organization:

> You can bring in the quality circle process, put it next to the existing structure, and try it. Even if you decide that it hasn't worked for you and you take the process away, you still have the structure you had before. But you also have a whole bunch of people who learned a lot--who are more effective in the way they work in the organization. That's a major difference between quality circles and most other participative management schemes.

The Oregon City Experience

Implementation

When the opportunity to implement quality circles came to the Oregon City School District, the district was ready for it.

"Four years ago when I left my job as principal at Oregon City High School," recalls Don Tank, now the district's assistant superintendent, "we also got a new superintendent--Chuck Clemans. Chuck and I both believed in participatory management, and wanted to practice that, and began to do so."

About the same time, Diane Dunlap was serving with a group advising the Northwest Area Foundation on a new focus for part of their research funds--a focus on school-based management and decision-making in schools. She was aware that a request for proposals would soon be coming from the foundation. "I did a lot of talking and visiting with districts," says Dunlap, "and just hit the jackpot in Oregon City."

> I met Chuck Clemans, Don Tank, Jane Adrian (the district's director of curriculum), their high school principal and a number of teachers. Clearly, it was a district ready for quality circles. They have a number of very effective advisory groups in place on curriculum and activities scheduling, and it is a very open, discussion-oriented district where the community and parents are very involved with teachers and administrators. So, they had a basis of open discussion and committees extending from the superintendent's level through the district clear into most of their buildings. They had a good basis on which to begin. They knew what we were talking about when we started discussing what a quality circle was.

Dunlap wrote a proposal and secured funding for a one-year planning project in which she, Clemans, and Tank undertook quality circles training and visited other quality circle programs in the state. All of

those were in business or industry, with the exception of a program at the Lane Community College in Eugene. There Casey Fast, director of the college's productivity center, provided the Oregon City group with sound advice based on his experiences with the circles. At the end of the year, Tank and Adrian enlisted Dunlap's assistance in proposing a three-year implementation project to the Northwest Area Foundation. The foundation approved the proposal and is providing the district with an annual grant of $35,000, renewable for three years.

Implementation decisions were made by a fifteen-member steering committee. The committee consists of a teacher volunteer, two student volunteers, principals from three schools where circles are being used, a parent volunteer, the president of the teachers' union, the city manager, several representatives from the community, and the district's custodial supervisor, curriculum director, and special services director. Diane Dunlap continues her liaison with the district's program as a member of the steering committee as well.

One of the committee's major tasks was hiring a facilitator. The committee wanted someone who would have both classroom and supervisory credibility. "We were fortunate," says Dunlap, "to find Dorothy Danner, who has been a well-respected classroom teacher, has done a lot of staff development, and has been a college professor. She simply has good, solid teaching and training credentials, and was interested in doing it." The position is one-half time. Danner, who provides staff development at the high school the remainder of the time, sees her role this way:

> I am a support person for circles, and a link between circles and administrators. I also train circle members and leaders

and educate other people in the district about quality circles. My first responsibility was to write the materials that we would use for training, and that resulted in the training manual. We also decided that I would teach the first cycle with each circle, and then the leader would take over.

Nine of the district's sixteen schools volunteered to be a part of the program. Don Tank, who is the quality circles project director, visited all nine schools, talked to the staff about the concept, and gave teachers the chance to volunteer. The steering committee then selected the three schools that had the highest percentage of volunteers as sites for the first circles. The schools are:

- Oregon City High School, enrollment 1550, grades 10-12 (3 circles)
- Ogden Junior High School, enrollment 554, grades 7-9 (1 circle)
- Beavercreek Elementary, enrollment 406, grades K-6 (1 circle)

The 1983-84 final project report describes the way in which circle members and leaders were selected:

> Circle members were chosen from volunteers in each school. The High School language arts, math and clerical Quality Circles consist of all volunteers in each category. The Junior High School circle consists of all volunteers except department chairpersons. It was thought department chairpersons already had an opportunity for participation in decision-making. The first circle members at Beavercreek Elementary School were chosen by drawing names of volunteers from a hat. It was like watching the winner selection from a state lottery; cheering and happiness as individuals' names were read off but disappointment from those not chosen. We are now starting the second circle in this school, so virtually all original volunteers are now involved in Quality Circles.
>
> Quality Circle leaders were chosen in the pilot schools from the lists of leader volunteers we received.

Circles in the Schools

What are some ways that circles might be organized in schools? The Oregon City steering committee generated the following list of

possibilities in one brainstorming session:

1. By school site. A school could form a QC to look at a schoolwide problem, with the principal as leader and teachers, staff, students, and/or parents as participants, depending on the type of problem selected.

2. By grade within a school. For example, a fourth-fifth-grade circle led by the head teacher/team leader on a curricular issue.

3. By department/subject across grades in a school. For example, a writing QC with teachers from all grades at the school.

4. By subject across grades and across schools. For example, a writing QC with teachers from several or all elementary schools studying ways to coordinate teaching of writing across schools and grades, or from all grades looking at the subject across grade lines.

5. By classroom. For example, a student QC led by the teacher, looking at ways to improve writing in the classroom.

6. By district orientation. For example, an administrative QC led by the superintendent examining ways to improve communications between individual schools and district office.

7. By district function. For example, the motorpool QC looking at ways to improve cost effectiveness, or routes, or community relations.

8. By school-work orientation. For example, a high school/business QC with representatives from the high school and local businesses examining ways to improve work skills of graduating students.

9. By school-work. For example, a high school staff/student/physician/dentist QC looking at ways to improve health awareness in the high schools, or awareness of professional career options, or community

awareness of benefits or exercise.

10. By school-city orientation. For example, a school/city government QC with representatives from the Police Department, Water, Fire, and so forth, looking at ways to examine career opportunities in service agencies.

11. By school-community orientation. For example, a QC within the District Advisory Committee looking at ways to improve student-senior citizen relationships.

12. By student activity. For example, a QC within the high school student government studying ways to improve student-school relationships.

Some of the above circles would not be considered pure quality circles in that they put people together who are not strictly in the same work area. "These are called vertical teams or 'verteams'," points out Don Tank. "The verteam uses the same problem-solving techniques as the quality circle, but usually works on articulation type problems." Verteams may be formed to solve a pre-identified problem and disband once the problem is solved.

Whether a quality circle or verteam, those involved must know what the defined areas are for decision-making, roles, and responsibilities. Especially important is communication about areas that might be "out of bounds." "It is generally agreed," says Jim Bellanca, "that Circles will not address the following areas:

> Employee complaints about management, hiring and firing policies, pay policies, personal conflicts, union contract issues, or problems in work areas other than charged to the Circle. In addition, the Superintendent may wish to define other "out of bounds" decision areas for groups. The "caveat" is "be clear but don't overdo it." Good fences make good

neighbors because all know the boundaries. Prison walls, however, are not neighborly fences.

The following circles met during the 1983-84 school year:

1. Beavercreek Elementary --two circles, with eight members each. One circle has been formed only recently and is working at its first problem. The other has completed a cycle, dealing with inventory and location of school supplies as its first problem. These circles meet one day a week, from 3:40 to 4:40.

2. Ogden Junior High School --one circle, with twelve members. This circle chose to examine and recommend for restructuring the organization of home rooms and counselling. The circle meets Tuesday mornings from 7:15 to 8:15.

3. Oregon City High School --three circles. Teachers' circles meet one day a week from 3:00 to 4:00. The secretarial/clerical circle meets during school hours.

(a) The math circle, consisting of eight members, completed a cycle in which it examined distribution and loss of textbooks. This circle disbanded after one cycle.

(b) The secretarial/clerical circle, with ten members, identified communication with immediate supervisors as its first problem.

(c) The language arts circle, consisting of nine members, is now working at the problem of raising administrators' awareness of the state of art of teaching English. For their first problem, they dealt with excessive classroom interruptions. A description of the problem, solutions, and implementation--compiled by Dorothy Danner--is included as Appendix D.

Because circles must meet during work time, scheduling of meetings may be a problem for circles or for the facilitator. "There are basically only two times that the circles can meet--before school and after school," says Danner.

> If the meetings must take place outside of contract hours, teachers are given compensatory time off. When we expand beyond five circles, we are going to need more facilitator help. Since circles can only meet at certain times, Don Tank and I have about come to the conclusion that, instead of having a full time facilitator who would be responsible for, say, twelve circles, we need to have more than one person responsible. While we could do custodial circles or student circles during the day, the teaching circles cannot meet then, nor do we use Monday mornings or Friday afternoons. So really, there are only eight possible times during a week for a teachers' circle to meet.

And what is the next step for the Oregon City quality circles program? Don Tank thinks the program will expand to include circles in more schools--circles of teachers, secretaries, and custodians. As well, the district believes that quality circles could be used effectively in the areas of student transportation and food services. And a major target area is students, according to Tank:

> Probably next fall when we start using this with students we will start our first circle with our high school leadership class, consisting of student body officers and any other student who wants to take it to learn leadership skills. We think that is a good place to start a student circle. But we also have a couple of other teachers who would like to try the concept in the classroom, so we hope to start with students during the 1984-85 school year. Our ultimate goal is that all Oregon City graduates will be trained in valuable quality circle techniques, thereby giving our students useful skills and a competitive edge in the world of work.

Outcomes

The district is gathering data to assess the effectiveness of the quality circle program. So far, those data are limited to interviews

conducted by outside personnel with a random selection of circle members and to observations by the steering committee and project director.

As far as outcomes for the district, the enhanced relationship between teachers and administrators is something everyone sees. And some of the changes that were recommended by circles have enhanced schools' operation--changes such as fewer classroom interruptions and better control of inventory.

The positive outcomes for circle members have been substantial, with respondents indicating significant growth in problem-solving and communication skills. In addition, interviewees made comments such as:

- It made me see that policy and management decisions aren't cast in stone. Changes can be made by people who have an interest in the change, if they use available channels.
- People have a voice in how things are run. People who are affected by decisions have a chance to help make them.
- The circle aspect shows unity of effort. People getting together as a unit for a meaningful endeavor.

For students some outcomes are still to come, as the quality circles move into classrooms. But Tank thinks there is a benefit for students already.

> I'm still a firm believer in the fact that if the teachers and staff of a building really feel good about what they're doing and feel better about their job, the motivational factors of the adults are being met. I think there's a correlation between that and what goes on in the classroom. And I think we can prove, as in the high school language arts circle, that there is a significant amount of on-task learning time saved, and there is certainly value in that for students.

There are some problems with the project too--problems that Tank and Danner are working hard to overcome.

Some of the circle members see the process as too time consuming,

particularly the data collection and analysis. Danner points to a typical reaction of a first-time circle leader as being, "You mean to tell me that we're going to have to spend time collecting information on a problem that we all know exists and that the administrators know exists, and we still have to collect data?" And she responds:

> The answer is "yes," because the purpose of the data collection is to get those cold hard facts so that when you go to the management presentation, instead of just saying, for example, "We're having too many classroom interruptions," you can say, "This is how many we're having, and here is where they're coming from."

Another problem occurs when management response is slow or inappropriate. "The only time I have seen enthusiasm wane," says Danner, "is when management did not get back to a circle after a presentation--so we need to work on that."

Tank suggests that they also need to do a better job of helping circles to structure their management presentations to show how they've improved either the cost or the effectiveness. He points out that if you save 10 minutes a day of each teacher's instructional time, the dollar value of that could be computed, but they haven't done that. "A good example," says Tank, "would be in the math quality circle at the high school."

> They suggested having a textbook storage area and an aide to hand out books so teachers would no longer have to hand them in and out. I think that they have enough data gathered from teachers to enable them to be able to get a fair estimate of the time teachers spend in a year handling books. And so, you could come up with a total amount of time used in doing that instead of for instruction, and a dollar figure of what that's worth.

And the bottom line on outcomes? Tank responds:

> If somebody said to me, "You show me in dollar terms that you'll save more money than you spend on the quality circle

program," I probably couldn't do it, and I don't think any human service organization could. But you also have to ask yourself how much value you place on the human being's worth. If you think that treating people like humans and meeting more than just their basic survival needs is important, then you have to ask yourself how much you're willing to pay to reach the ultimate in that regard.

Conclusion

The introduction to this Bulletin posits that the key to higher quality education lies in the people in the school organization.

The most significant thing about quality circles is that they are people building. The kinds of skills and knowledge and experience gained by people in a quality circle process become their skills and knowledge and experience as well as those of the school district. Everything that members are taught as a skill or technique in the circle process is transferable to any other group in which they participate. These are usable, state-of-the-art skills: how to be a good group member, how to listen, how to lead, how to analyze information, how to make a good presentation. Circle members absorb all of that. It becomes theirs.

Perhaps Diane Dunlap sums it up best:

> I see such phenomenal development in people who have never had a chance to do this before, and it's particularly striking then. People just blossom in their sense of confidence in themselves. They have renewed self-respect because they know that other people feel they're valuable in their work, and that people will listen to what they have to say about their job.
>
> All of those things end up in the person as well as in the organization. There aren't a lot of things that we do that produce that kind of effect.

References

Bellanca, J. A. Quality Circles in Education--Decisions for Excellence. Arlington Heights, Illinois: Illinois Revival Institute, 1983.

Chase, L. "Quality Circles in Education." Educational Leadership, (February 1983), pp. 15-23.

Herzberg, F. Work and the Nature of Man. New York: World Publishing, 1966.

Maslow, A. H. Motivation and Personality. New York: Harper and Row, 1954.

McGregor, D. The Human Side of Enterprise. New York: McGraw-Hill, 1960.

Ouichi, W. G. Theory Z. New York: Avon Books, 1981.

Quality Circles Training Manual. Oregon City, Oregon: Oregon City School District, 1983.

Quality Education Through Quality Circles: Final Report. Oregon City, Oregon: Oregon City School District, 1984.

Quality Education Through Quality Circles: Implementation Proposal. Oregon City, Oregon: Oregon City School District, 1983.

Interviews

Dorothy Danner, quality circle facilitator, Oregon City School District, Oregon City, Oregon. Interview, April 27, 1984.

Diane Dunlap, assistant dean, College of Education, University of Oregon, Eugene, Oregon. Interview, June 6, 1984.

Casey Fast, productivity center director, Lane Community College, Eugene, Oregon. Telephone interview, June 11, 1984.

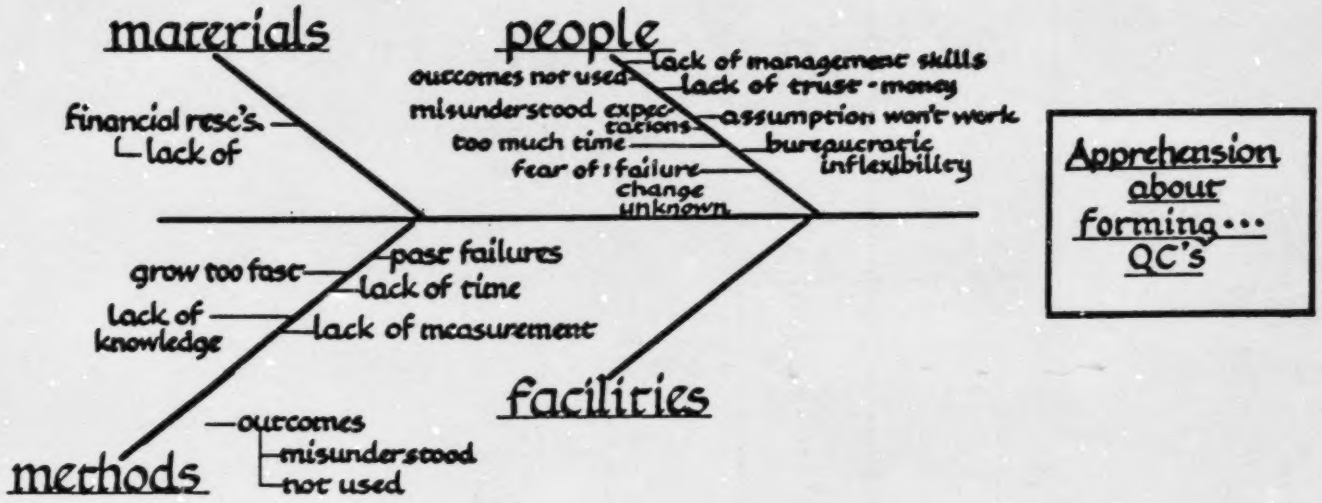
Robert Hunter, principal, Ogden Junior High School, Oregon City, Oregon. Interview, April 27, 1984.

Don Tank, assistant superintendent, Oregon City School District, Oregon City, Oregon. Interview April 26, 1984.

Appendix A

Ishikawa (Fishbone) Diagram

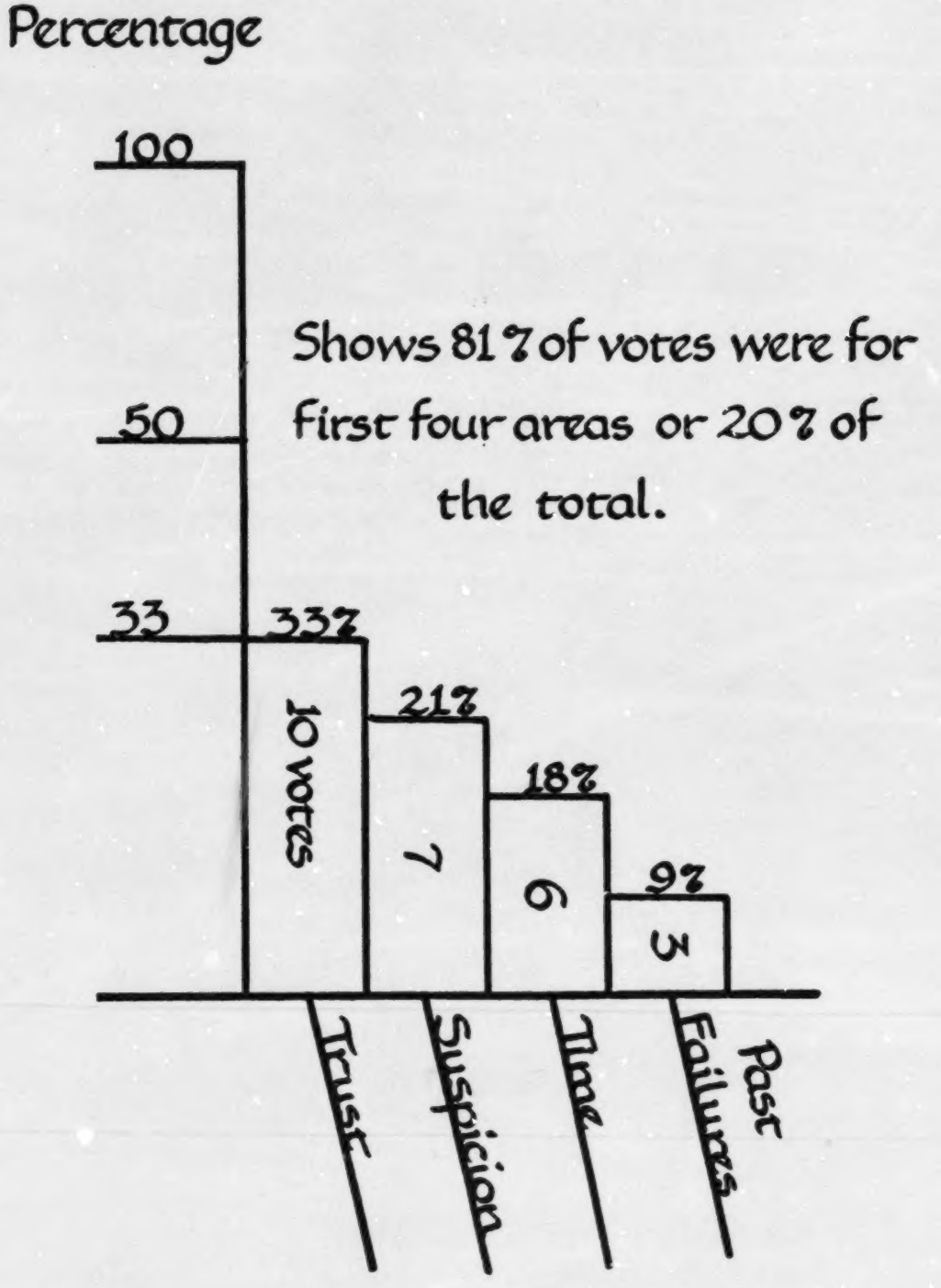
(Source: Oregon City Quality Circles Training Manual)



Appendix B

Pareto Chart

(Source: Oregon City Quality Circles Training Manual)



Appendix C

Management Presentation Checklist

(Source: Oregon City Quality Circles Training Manual)

SAMPLE

Oregon City Quality Circles

MANAGEMENT PRESENTATION CHECKLIST

	PERSON RESPONSIBLE	DATE COMPLETED
Set date, time, place.		
Write objectives (outcomes desired).		
Know attitudes and interest in subject of audience.		
List main points to get across.		
List factual information to support main ideas.		
Prepare charts and graphs.		
Arrange room.		
Notify audience.		
Arrange for equipment, supplies. etc..		
Plan for back-up materials.		
Plan agenda.		
Make specific presentation assignments.		
Rehearse presentation and make adjustments.		

Appendix D

Oregon City High School Language Arts Circle

Problem # 1

CIRCLE: Language Arts

PROBLEM: Excessive Classroom Interruptions

DATE OF PROBLEM SELECTION: October 25, 1983

SOLUTION:
1. Clearinghouse for non-emergency passes (passes from counseling, work experience and the main office would be put in boxes of first period teacher.)
2. List of taboo interruptions, i.e., no flowers or singing telegrams, no delivery of phone messages or lost lunches. This information would be announced during break, lunch and passing time.

DATE OF MANAGEMENT PRESENTATION: February 1, 1984

MANAGEMENT RESPONSE: March 6, 1984

Accepted the suggestions with very few minor changes. Asked the circle to present the plan to the faculty and enlist their cooperation for a 3 week trial implementation period.

IMPLEMENTATION RESULTS:

3/12/84 Presentation to faculty of trial implementation process. Data collected: interruptions dropped significantly. Many problems for counselors with slips not returning.
4/4/84 Session with representatives from each office to air problems and come up with ideas. New plan for getting out messages presented by head of counseling accepted.
4/16/84 Circle met with principal to iron out new plan.
4/17/84 Information put out in parent newsletters.
4/23/84 Short presentation of revised clearinghouse system for messages and call slips. (Clips on outside of door, messages put on clips by aides prior to each period. Attendance sheet put on clip by teacher.